

1983/1990-54

University of Alberta Library



0 1620 3450277 1

Nov 13 1890

SOCIAL STUDIES 20

LEARNING FACILITATOR'S MANUAL

MODULE 4 MODULE 4 MODULE 4 MODULE 4



Distance Learning

Alberta EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

ISBN No. 0-7741-0005-2

Copyright © 1990, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

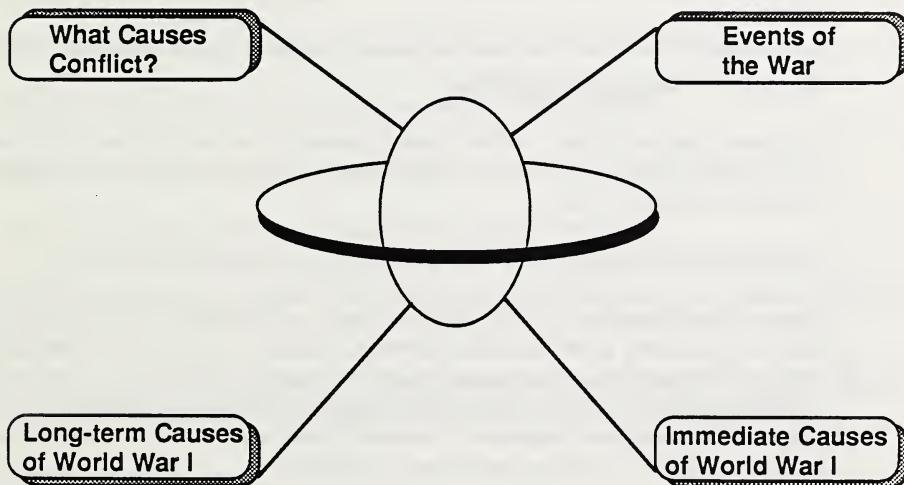
No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Module 4: International Conflict - Overview

This module is about international conflict. Upon completion of the module students are expected to understand that

- the pursuit of national interests at the expense of other nations may result in international conflict
- World War I brought about changes in the nature of warfare and in attitudes toward war



Evaluation

The evaluation of this module will be based on four assignments.

Section 1 Assignment	25%
Section 2 Assignment	25%
Section 3 Assignment	25%
Section 4 Assignment	25%
TOTAL	100%

Section 1: What Causes Conflict?

Key Concepts:

- conflict
- nationalism
- imperialism
- ideological differences
- national interests

This section examines the basic causes of human aggression and conflicts among nations. The focusing question is “Why do nations go to war?”

Section 1: Media Suggestion

*The sound-slide set **Values – What People Choose to Live and Die For: The Causes of War and the Search for Peace – Part 1** would be useful for this section. It is available from the Centre for Humanities Inc.*

The following instructions could be a useful option for students in this section.

Students should watch all of Part 1 uninterrupted. As they observe and listen, they should gain some understanding of the connection between humanity's aggressive nature and wars between nations. The video should raise some issues for students to think about. Do they agree with warrior virtues? Are there countries today that could be classified as warrior societies? Do people have a territorial imperative (the natural tendency of animals to defend their own ground)? Are there situations where war is justified?

Section 1: Activity 1

1. You walk out of the grocery store and someone is in the process of trying to steal your bicycle. How do you feel? What is your reaction?

You will likely feel anger. Your reaction may very well be one of aggression in order to retain a possession that is rightfully yours.

2. Why have human beings become aggressive?

People's fears led to anger, which led to aggressive behavior.

3. Why do human beings remain aggressive?

People feel the need for security and continue to feel threatened.

4. What does it mean if a nation has sovereignty?

Sovereignty means you are the "master in your own house." For example, Canadians have control over their internal affairs.

5. What do leaders mean when they take action because of national interests?

They are taking action for the good of the people in their country.

6. Why is the man in the cartoon perplexed?

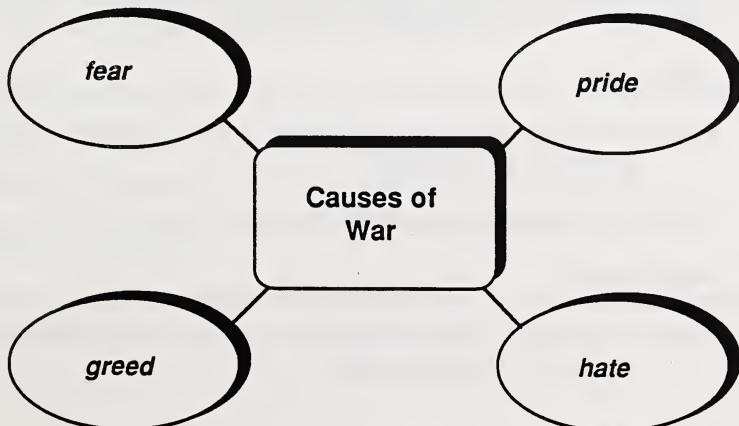
He is perplexed because he can't understand why he is so violent.

7. Would the author of the article "Simple Motives" agree with the ideas written on the club? Explain.

No. The article supports the view that aggression is learned. Note the quotation, "Modern researchers can find nothing to support such a belief in the inevitability of wars."

Section 1: Activity 2

1. Fill in the concept map below, basing your ideas on the preceding article.



2. Now use the information in the reading and your knowledge of social studies to match the four motives for war – fear, greed, pride, and hate – with the appropriate conflict described. Support your choice of motive with a reason.

a. Israel launched a preventive war against Egypt in 1967 (the Six-Day War).

Motive: *fear*

Reason: *Israel was afraid that Egypt was about to launch an attack.*

b. The USSR and the United States have been engaged in the Cold War because each believes it has a superior political and economic system.

Motive: *pride*

Reason: *The Soviet Union believes that communism is superior to capitalism and democracy. The United States believes the opposite.*

c. France in 1914 fought in World War I hoping to regain the lost territories of Alsace-Lorraine.

Motive: *pride*

Reason: *The French were seeking revenge for the loss of Alsace-Lorraine in 1871.*

d. The British fought the Boers in 1899 - 1902 to gain political control of South Africa.

Motive: *greed*

Reason: *The British wanted to gain control of the natural resources in South Africa.*

e. “Since Russia was the citadel of the communist movement, Hitler’s fury against the Soviet Union became an obsession. What began as a deep desire merely to conquer Russia changed over the years to a deep emotional need to destroy her.”

Motive: *hate*

Reason: *Hitler had an irrational hatred of Slavs and communists. He made his views known in his book *Mein Kampf*.*

f. The British defended the Falkland Islands against Argentina in 1982.

Motive: *pride*

Reason: *Although the Falkland Islands have little commercial value, the British were not prepared to lose this territory.*

g. Britain supported France in World War I as a member of the Triple Entente.

Motive: *fear*

Reason: *Britain was afraid that it would lose an ally.*

h. Hitler adopted a policy of **genocide** toward the Jewish population of Germany and Eastern Europe.

Motive: *hate*

Reason: *Hitler made known his hatred of the Jews in *Mein Kampf*.*

i. The German Kaiser on the eve of World War I said, "The entire world must unite against this hated, lying, conscienceless nation of shopkeepers."

Motive: *hate*

Reason: *The statement reveals the Kaiser's dislike of the British.*

Don't be overly concerned if your answers do not match the key. The purpose of the activity was to get you thinking about the causes of war. The causes of war are usually interrelated and therefore it is difficult to name just one.

3. From the statements given below, circle three that summarize the main ideas of this section of Module 4.

- A. The Vietnam War was the most costly in American history.
- B. War has plagued mankind through the ages.
- C. The Romans initiated the idea of war.
- D. War has many varied and mixed causes.
- E. There is dispute as to whether man's violent behavior is instinctive or learned.
- F. Modern technology will soon make war obsolete.

You should have written statements B, D, and E because they reflect the major goals of this section.

Statement A refers to one specific war, rather than to war in general.

Statement C is not true.

Statement F makes a prediction about the future that cannot be defended with material studied in this section.

Section 1: Follow-up Activities

Extra Help

1. List three reasons why our era could be termed an “age of violence”?

Check the section “A World of Violence” in the excerpt. The three indicators are listed.

2. Match the statements given below with the five causes of violence listed in the reading “What Causes Violence?”
 - a. “My country, right or wrong”
 - b. China sold missiles to Iran.
 - c. The Bolsheviks seized power in the October Revolution in 1917.
 - d. “Man is not programmed to kill and make war.”
 - e. Imperialism was motivated by the need for raw materials.

Number the five causes given in the reading; then place the appropriate number beside each letter that follows.

- a. 3 *This reveals a willingness to fight for your nation.*
- b. 5 *This involves a spread of weapons.*
- c. 2 *The desire for power is a strong motivator of aggression.*
- d. 1 *People are not instinctively aggressive.*
- e. 4 *Nations are imperialistic in order to increase their wealth.*

Enrichment

1. a. Identify the two hypotheses describing the nature of people that are presented in the article.
 - (1) *One hypothesis is that people are born with the aggressive instinct.*
 - (2) *The other hypothesis is that people learn aggression. They are not born with it.*
- b. For each of the two hypotheses, provide one supporting argument.
 - (1) *We are born with aggression.* Lorenz says lower forms of life have an aggressive instinct and people do too. This aggressive instinct is useful in that it prevents overcrowding, it allows the strongest to survive, and serves to defend the young of a species.
 - (2) *Aggression is learned.* Many animals lack a sense of territoriality. There are still remote societies that live without aggression.

Section 1 Assignment

Read all the parts of your assignment carefully and record your answers in the appropriate places.

This section has introduced a subject about which you probably have heard a great deal. Newspapers and television report regularly on a constant stream of violent incidents. As individuals and as nations we are often in conflict with each other. Why is this so?

In this assignment you will analyse two situations described in the news. You will select two newspaper, TV, or radio reports of violent incidents to discuss. The assignment will be in two parts, as follows:

Part A – a local or national (Canadian) incident or problem

Part B – an international conflict such as a war or dispute involving nations

Please attach the newspaper items to this assignment, and be sure to identify them by date and the newspaper from which they are taken. If you use a TV or radio news story, clearly outline the events the story involves in the spaces provided.

Part A

Unfortunately, there are continual reports of conflict and violence in Canadian society. Such things as robbery, murder, beatings, family violence, and fights are reported every day. Select an item describing one such incident and answer the following questions about it.

1. In a few words, what happened?
2. Who was the aggressor and who was the victim?
3. What caused the situation?
4. What was the result or conclusion of the incident?
5. Read (or reread) the article “Aggression” in the Enrichment activity. Can the situation in your news story be explained in any way by the ideas in the article? Briefly explain why you think it can be or why you do not think it can be.

Present your answer in correct essay form, complete with introduction, body, and conclusion.

Part B

Find a news report describing a war or international conflict somewhere in the world. Then analyse what is happening in terms of the motives explained in the article “Simple Motives” in Activity 2.

1. List each motive stated in “Simple Motives” and briefly describe it.

2. Outline the main details of the situation described in the news report you have submitted.
3. Discuss the international problem in terms of the motives presented. Which seem to be most applicable? Are there other causes involved that seem different from the motives listed? Explain your views as completely as possible.

Present your answer in correct essay form complete with introduction, body, and conclusion.

The students' answers will be structured by the news items they choose. However, their essays should show a clear understanding of the basic ideas in the readings and they should directly relate the main points in the news items to these.

Spelling, grammar, organization, and structure should be adequate.

Section 2: Long-term Causes of World War I

Key Concepts:

- long-term causes
- unification
- national goals
- alliances
- militarism
- nationalism
- imperialism

Section 2 examines the buildup of international tensions in the years prior to World War I. The unifications of Italy and Germany are studied, as well as the emergence of militarism, a system of rival alliances, and nationalistic tensions in the Balkans.

Section 2: Activity 1

1. What does the statue of the soldier represent?

The statue represents the soldiers who fought and died in World War I.

2. What does the list of events represent?

The list of events represents the alliances and conflicts that led to World War I.

3. How do you interpret the long shadow?

The long shadow reveals that events happening in World War I had their origins as far back as 1870.

4. Why does the time line end with the murders in Sarajevo?

The Sarajevo murders mark the dividing line between the background causes and the immediate causes of World War I. The immediate causes begin with the Sarajevo incident.

Section 2: Activity 2

For each of the following, select the best answer.

1. France promised to help Sardinia take Lombardy from Austria. In return France was to receive
 - A. Nice and Moderna
 - B. Nice and Sicily
 - C. Savoy and Romagna
 - D. Nice and Savoy
2. The unification of Italy was completed in 1870 with the addition of
 - A. Lombardy
 - B. Nice
 - C. Venice
 - D. Rome
3. Sicily became a part of Italy due to the efforts of
 - A. Cavour
 - B. Mazzini
 - C. Victor Emmanuel II
 - D. Garibaldi
4. Suggest a reason why the Kingdom of Sardinia assumed the leadership in the unification of Italy.

Sardinia had some economic and political power. Also, it had good leadership in King Victor Emmanuel II and Count Cavour.

5. What role did Garibaldi play in creating Italian nationalism?

Garibaldi conquered the Kingdom of the Two Sicilies so it could be united with the territories held by Victor Emmanuel II to form a united Italy. He recruited volunteers to his cause of a united Italy by creating an Italian national feeling.

Section 2: Activity 3

Answer the following questions that relate to German unification by selecting the best response.

1. As a result of the war against Denmark, Prussia gained
 - A. the Tyrol
 - B. Alsace-Lorraine
 - C. Schleswig
 - D. Holstein
2. A customs union among states in the German Confederation
 - A. was known as the Zollverein
 - B. was a step toward future political union
 - C. was organized under the leadership of Austria
 - D. all of the above
 - E. only A and B
3. “Germany does not look to Prussia’s liberalism but to her power; the great questions of the day are not decided by speeches and majority votes but by blood and iron.”
 - a. What did Otto von Bismarck mean in the above quotation?
A nation achieves its goals through the use of force instead of democratic measures.
 - b. What sort of system of government does the quotation suggest that Bismarck would have supported?
He would support some sort of autocratic government such as monarchy or dictatorship.
4. What role did the Franco-Prussian War play in the unification of Germany?
It united all Germans against a common enemy. This led to the unification of north and south Germany.

Section 2: Activity 4

1. Complete the following chart. You should note the difference between an aim and a motive. An aim refers to a goal. A motive is a reason why a goal is sought. There may be several aims and motives, and it might be difficult to distinguish between the two, but do your best.

Nation	Motive	Aim	Nations with Which There Is a Political Conflict
Germany	<ul style="list-style-type: none"> • <i>security</i> 	<ul style="list-style-type: none"> • <i>to isolate France from Russia</i> • <i>to form an alliance with Austria-Hungary</i> • <i>to remain on good terms with Russia</i> 	<ul style="list-style-type: none"> • <i>France</i>
France	<ul style="list-style-type: none"> • <i>revenge</i> 	<ul style="list-style-type: none"> • <i>to regain Alsace-Lorraine</i> • <i>to get territory in North Africa</i> 	<ul style="list-style-type: none"> • <i>Germany</i> • <i>Italy</i> • <i>England</i>
Italy	<ul style="list-style-type: none"> • <i>to get greater power</i> 	<ul style="list-style-type: none"> • <i>to regain Unredeemed Italy, the Trentino, and Trieste</i> 	<ul style="list-style-type: none"> • <i>Austria-Hungary</i>
England	<ul style="list-style-type: none"> • <i>to remain the leading imperial and industrial power in Europe</i> • <i>to end isolation</i> 	<ul style="list-style-type: none"> • <i>to increase imperialistic activity</i> • <i>to seek allies</i> 	<ul style="list-style-type: none"> • <i>Russia</i> • <i>Germany</i>
Austria-Hungary	<ul style="list-style-type: none"> • <i>to maintain the unity of its empire</i> • <i>to satisfy national groups within the empire</i> 	<ul style="list-style-type: none"> • <i>to extend its power and territory in the Balkans</i> • <i>to stop outside agitation threatening its unity</i> 	<ul style="list-style-type: none"> • <i>Turkey</i> • <i>Russia</i> • <i>Italy</i> • <i>Serbia</i>
Russia	<ul style="list-style-type: none"> • <i>to strengthen Russian influence and power (This is implied, not directly stated.)</i> 	<ul style="list-style-type: none"> • <i>to increase power in the Middle East</i> • <i>to get access to the Mediterranean</i> • <i>to increase influence in the Balkans</i> 	<ul style="list-style-type: none"> • <i>Austria-Hungary</i>

2. Think of the nations in the chart as a sports league. Draw up a schedule of the league indicating which countries (team) competed against each other in the period prior to World War I.

For example, the first scheduled game might be Oilers vs. Flames

Now try your own, using the countries listed on the chart.

Here is a sample of what your league schedule should look like.



3. Look at the cartoon below and then reread the section titled “Military Policy.”

a. What characteristic of militarism is indicated by the cartoon?

The cartoon suggests the idea that there is a tendency for the military to assume too much authority in political decision making. Further support for your answer can be found in the idea that once military leaders put war plans in motion, they are hard to stop.

b. Review “Bismarck’s Alliance System.” What was Bismarck’s diplomatic goal in regard to Russia?

Bismarck sought to keep Germany on good terms with Russia by keeping open his “wire to St. Petersburg” (capital city of Russia).

4. Study the cartoon that follows and reread the material on “The Balkans – the Power Keg of Europe.”

a. How would you relate the cartoon to the information in the reading?

The cartoon illustrates the volatile situation in the Balkans. The relationship between the major powers and their interference in the Balkans is going to blow up the powder keg. This will mean war.

b. Try to think of a caption for this cartoon.

Here are two suggested captions:

“The Coming Explosion”

“The Powder Keg of Europe”

Your answer here, of course, will be your own.

c. Do you think the cartoon adequately explains the situation in Europe? Explain.

The cartoon is simply an illustration of one of the trouble spots in Europe which led to World War I. However, European relations were the force that would lead to the ultimate explosion.

5. Review the information in this activity beginning with “Bismarck’s Alliance System.” When you have finished, try to identify the policies or actions Bismarck would have supported. Circle the correct answer(s).

- (A) *Keep France isolated.*
- (B) *Maintain an alliance with Austria-Hungary and Russia.*
- (C) *Support Russian claims in the Balkans.*
- (D) *Keep the ties to Russia open.*

Bismarck wanted to keep France isolated. He didn’t want France to have allies because France might use them against Germany. Bismarck maintained alliances with Austria-Hungary and Russia because it was part of his policy to keep France isolated. Although Bismarck maintained alliances with Russia, he did not want Russia to gain too much influence in the Balkans.

Bismarck wanted to stay on good terms with Russia. He wanted to prevent a possible alliance between France and Russia. He recognized the danger in the possibility of a war on two fronts.

Section 2: Activity 5

1. In the passage you have just read, try to identify the two German actions that alienated and frustrated Russia in the late 1880s and 1890s.

Now state the two German actions:

Were you able to locate the German actions? Below are descriptions of the two actions.

- a. *Germany’s Kaiser denied the Russian request for the renewal of the Reinsurance Treaty. You will recall that The Reinsurance Treaty was a secret agreement signed in 1887 in which each nation committed to neutrality if the other were to become involved in conflict with a third nation.*
- b. *Germany turned down Russia’s request for financial aid.*

2. The preceding passage mentioned a number of German actions that alarmed Britain. Identify those actions. List four of them.

Were you able to locate four of the German actions that alarmed Britain? Below is a list of six actions. Were you able to list four of the six?

- a. *Britain resented the German tariff system. (A tariff is a tax or duty levied on goods when they are shipped into a country from a foreign country. For example, if you buy a product in the United States and bring it into Canada, you may have to pay a tariff to bring it into the country.)*
- b. *Britain feared the rise of the new German navy.*
- c. *Britain was alarmed by the German competition for export markets.*
- d. *Germany envied British colonial greatness and wished to replace Britain as the world's leading imperial power.*
- e. *The Kaiser's telegram to support of the Boers' victory over the Jameson Raid in 1869 angered British public opinion.*
- f. *Germany in 1898 rejected British requests for an Anglo-German alliance.*

3. Column A is a list of alliances leading to the completion of the Triple Entente. Column B is a list of statements or events that contributed to the formation of the alliances in Column A. Match the alliances in Column A to the appropriate statements or event in Column B by putting the approximate number in each blank.

Column A

1. France and Russia 1894
2. France and Britain 1904
3. Russia and Britain 1907

Column B

- a. 2 The Fashoda incident was successfully resolved. *France and Britain were at first hostile over Fashoda, but they reached an agreement on the issue.*
- b. 1 Financial considerations provided the initial contact between nations. *Russia went to France to obtain loans. This led to a military agreement.*
- c. 3 These countries resolved their Asian differences. *Russia and Britain had been rivals in Asia, but they reached an agreement on their respective spheres of influence.*
- d. 2 Naval rivalry contributed to the end of isolation. *Germany started to build a strong navy. The British felt threatened and turned to France.*

Section 2: Activity 6

- For the following countries or regions, identify nationalism as either a unifying force or a disruptive force in the years prior to World War I.
 - Germany *Nationalism led to German unification in 1871. It was a unifying force.*
 - Austria-Hungary *Nationalism was a disruptive force in Austria-Hungary. The subject peoples in this empire wanted independence.*
 - France *Nationalism was a unifying force in France. This nationalism was directed against Germany.*
 - Turkey *Nationalism was a disruptive force in Turkey. Turkey controlled some of the Balkan regions. People in these areas wanted independence.*
 - Italy *Nationalism was a unifying force in Italy. The Italians did have strong feelings about Austria-Hungary because some Italians lived in Austria-Hungary.*
 - Balkans *The Balkan region was disrupted by nationalism because different groups often claimed the same territory.*
- Nations A and B have equal military spending. Nation A decides to increase its arms spending. Nation B responds by increasing its expenditure to exceed the increase by Nation A. Based on the information in the reading, how is Nation A likely to respond? Explain your answer.

Nation A's response will be to match or exceed the increase by Nation B. This is the see-saw effect referred to in the reading. The danger is that it is a continuous process and very difficult to stop. We have witnessed such action in the Cold War period between the Soviet Union and the United States.

- Explain why economic interests became such a dominant feature of imperialism prior to World War I.

The need for resources and raw materials increased as the European countries became more industrialized. Also, the European countries wanted to increase their trade. Commercial rivalry developed particularly between Germany and Britain.

- Why was there a close relationship between nationalism and imperialism?

Control of territories became a symbol of national honour and pride. Maps often proudly displayed territories controlled by European Power. Control of territories was often associated with power and wealth.

5. In the chart below, the crises in the Balkans have been listed. Identify the response of the countries in the chart. In some cases, there may be no response, so leave the space blank.

Crisis	Austria-Hungary	Russia	Serbia	Turkey
Annexation of Bosnia – Herzegovina 1908	<i>Austria-Hungary got the two provinces. It was supported by Germany.</i>	<i>The Russians were furious but were unable to take any action.</i>	<i>Serbia was very angry. It wanted the provinces. Serbia mobilized, but war was avoided.</i>	<i>Turkey once controlled the provinces but was unable to do anything. Check the cartoon.</i>
Balkan War 1912				<i>Turkey lost territory at the end of the war.</i>
Balkan War 1913			<i>Serbia joined other Balkan states in a war against Bulgaria.</i>	<i>Turkey joined in the war against Bulgaria and regained some of its territory.</i>
Assassination of Archduke Franz Ferdinand in 1914	<i>Austria was prepared to crush Serbia.</i>		<i>There is evidence that the Serbian government may have been involved.</i>	

For each of the following multiple choice questions choose the best answer.

6. Prior to the outbreak of World War I, economic rivalry was great between

- Austria-Hungary and Serbia
- Germany and France
- Russia and the Ottoman Empire
- D. Britain and Germany

7. Kaiser Wilhelm II wanted to forge for Germany “a place in the sun.” In other words he wanted

- A. to make Germany become a leader among the world powers
- to conquer Europe
- to destroy Britain as an economic power
- to replace Britain as the world’s greatest imperialist power

8. The naval arms race between 1900 and 1914 was largely between

- A. the U.S. and Japan
- B. Japan and Russia
- C. *Germany and Britain*
- D. Britain and France

9. A source of bitterness for French nationalists was

- A. *the loss of Alsace-Lorraine in the Franco-Prussian war*
- B. Britain's colonial expansion in Africa
- C. naval inferiority
- D. British ownership of the Berlin-Baghdad railway

10. Austria-Hungary

- A. *had to face the strong nationalistic feelings of many large minorities within its borders*
- B. was a strong unified nation in 1914
- C. was dominated by the Hungarians
- D. supported the nationalistic aims of Serbia

11. Which of the following nations was the most ardent supporter of Serbia and its nationalistic ambitions?

- A. Austria-Hungary
- B. the Ottoman Empire
- C. *Russia*
- D. Germany

12. The Russian rulers hoped to gain a dominating position in the Balkans because

- A. *it would give Russia control of the straits leading from the Black Sea to the Mediterranean.*
- B. they hated Austria
- C. they wanted to regain Bosnia and Herzegovina from Austrian rule
- D. they desired to crush Serbia

13. Bismarck signed the Dual Alliance

- A. with Russia to guarantee Russian neutrality in case of a German-Austrian war
- B. *with Austria-Hungary to bind each party to come to the aid of the other in case of attack by Russia*
- C. with Austria-Hungary to back its aspirations in the Balkans
- D. to isolate France

14. The Entente Cordiale was an agreement between

- A. France and Germany
- B. Russia and France
- C. Germany and Morocco
- D. *France and Britain*

15. The Members of the Triple Alliance were

- Russia, Britain, and France
- Britain, Japan, and Russia
- Germany, Austria-Hungary, and Italy***
- Germany, Austria-Hungary, and the Ottoman Empire

16. Which of the following would Germany have viewed as being diplomatically favourable?

- the Entente Cordiale
- the Franco-Russian alliance of 1894
- British political isolation from Europe***
- all of the above
- none of the above

17. Great Britain was willing to join the Triple Entente prior to World War I because

- it feared for the safety of its colony, India
- it feared Germany's policy of increasing trade and naval strength***
- member nations were Britain's traditional allies
- ruling families of the member nations were related

18. Which of the following statements concerning Serbia and the Balkan situation is true?

- Serbia and the other members of the Balkan Alliance defeated Turkey in war and thereby greatly diminished Turkey's influence in Europe.***
- As a result of the Balkan wars, Serbia managed to rescue its much desired outlet to the Adriatic Sea.
- Serbia saw France as the protector of its rights.
- The Austro-Hungarian annexation of Bosnia and Herzegovina was supported by Serbia.

19. Which of the following contributed to the tension that ultimately led to World War I?

- British shipyards were producing dreadnoughts.
- German factories were producing long-range artillery.
- Russia supported Serbia and the other Slavic Balkan nations.
- French nationalists desired the return of Alsace and Lorraine.
- all of the above***
- both B and C above

20. Which of the following was **not** a reason for the explosive situation in the Balkans in the years prior to World War I?

- imperial aspirations of both Russia and Austria-Hungary
- national ambitions of many subject peoples
- alliances that placed the major powers into opposing camps
- Bismarck's wish to keep France isolated***

Section 2: Follow-up Activities

Extra Help

Read the paragraphs in Questions 1 and 2. Then on the lines provided, write what you think is the main idea of each.

1. Imperialistic aims led to conflicts among the countries of Europe. Most of these wars were about control of parts of Africa and Asia. The wars took place in the late 1800s and early 1900s. In 1898, France and Great Britain came close to war in the Fashoda Incident, which centered on control of Egypt. In 1902, Great Britain fought with Dutch settlers in South Africa. This was called the Boer War. And in 1905, Germany and France argued over Morocco.

The main idea of this paragraph is

The main idea of this paragraph is that imperialistic European aims in Africa and Asia led to conflicts.

2. By 1907, Europe was divided into two armed camps. In 1879, Germany and Austria had set up the Dual Alliance. In 1882, Italy joined these two and formed the Triple Alliance. In 1894, France set up an alliance with Russia, which had become angered by Germany. In 1904, Britain and France set up an alliance. In 1907, France, Great Britain, and Russia joined together in the Triple Entente. The division of Europe into armed camps was now complete.

The main idea of this paragraph is

The main idea of this paragraph is that by 1907, Europe had become divided into two armed camps.

3. List the members of the Triple Alliance and the Triple Entente.

Triple Alliance: Germany, Austria-Hungary, Italy

Triple Entente: Russia, Britain, France

Enrichment

The Unification of Germany was a major event of the nineteenth century, and the leader who is most credited with the achievement was Otto von Bismarck. He had a very specific plan which was carried out with great skill.

It is said of Bismarck that he believed in the importance of strength and power in dealing with other nations. He knew when it was necessary to use force and when moderation was more productive.

Write a couple of paragraphs discussing this view of Bismarck. It is accurate? Give examples to support your position.

You may also comment on whether his actions were justified or whether it is immoral to use war to achieve political goals.

Bismarck's plan had five points; they were as follows:

- *to use Prussian leadership to unite Germany*
- *to have Germans focus on the Prussian ruler as their centre of loyalty*
- *to isolate and defeat Austria*
- *to use diplomacy to keep France and Russia neutral while dealing with Austria*
- *to use war and military force as a part of his policy*

He accomplished his goals by leading the Prussian nation. He was supremely loyal to his king, Wilhelm I.

He used war to obtain Schleswig from Denmark (with the help of Austria) and Holstein from Austria. He also deliberately fostered a war with France to unify the North and South Germans into one state.

Bismarck managed to drive Austria out of the North German Confederation after the war with Austria. This aspect of the peace settlement left Prussia the dominant force in German affairs, which was an important goal for Bismarck.

Bismarck wanted all Germany to be one nation, so his war with France was initiated with this objective in mind. North and South Germany joined together to defeat France and continued on to form one nation.

He also applied the delicate hand of diplomacy where it served his ends. He made agreements with France, Russia, and Italy to avoid the possibility that they might aid Austria in that war.

One may have different views as to the morality of such policies. One may say that certain costs (such as Bismarck's wars) are justified to obtain the benefits of the German people gathered into one nation. Others may feel that loss of life and deception are never acceptable to achieve political ends. The question has not yet been answered.

Section 2 Assignment

Read all the parts of your assignment carefully and record your answers in the appropriate places.

Your Section 2 assignment will require you to take the role of leader of one of the major European powers on the eve of World War I. You will need to use your knowledge of the background causes of World War I to do the assignment. To prepare for the assignment, read the passage that follows entitled "Decisions Leading to War."

Note the following key points:

- The assassinatons at Sarajevo caused leaders to make decisions that led to war.
- The murders were motivated by the nationalistic aims of the Pan-Slavic movement.
- The decline of Turkey (the "sick man of Europe") created instability in the Balkans as nationalistic rivalries along with Great Power competition and intervention created tension in the region.

Decisions Leading to War

It was the assassination of Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, that began the series of decisions that eventually involved the major European powers in World War I.

Franz Ferdinand was not a favorite of the other members of the Austrian royal family. One reason was that he had married a Czech, who was not met with approval. Second, Ferdinand's views about the Slavic minority within the Austro-Hungarian Empire were not popular. Serbia was alarmed when he suggested that the dual monarchy of Austria-Hungary be changed into a triple monarchy to accommodate the Slavs.

Serbia itself aspired to unite all the Slavs into one nation. This Serbian-led movement was known as Pan-Slavism.

The tension between Austria-Hungary and Serbia coincided with the decline of the Ottoman Empire (Turkey). The Ottoman Empire had once stretched from the Middle East and North Africa throughout Southern Europe.

By the 1800s, however, many of the Slavic peoples in the Balkans had managed to free themselves of Turkish rule. These small Balkan states had trouble maintaining their independence, however. Russia, Austria, Germany, and Italy constantly competed for influence in, and ownership of, the region.

In June of 1914, Franz Ferdinand and his wife Sophie were travelling in Bosnia-Herzegovina, two Slavic provinces in southern Austria-Hungary. These provinces were the focus of rivalry between Russia-backed Serbia on one side and Austria-Hungary on the other. In the first Balkan Crisis (1908) Austria-Hungary had annexed the provinces despite the objections of Russia and Serbia.

On June 28, 1914 the royal couple were visiting Sarajevo, the capital city of Bosnia-Herzegovina. There they were assassinated by Gavrilo Princip, a Bosnian Serb who demanded that the Serbs be united under Serbian rule.

Here is your assignment for Section 2.

Pretend that you are the leader of a major European power at the time of the assassination of the Archduke Franz Ferdinand. At an emergency meeting of your government you explain the situation facing your nation and its relationship with other European nations. Select two countries, one from **Group A** – England, Russia, and France – and one from **Group B** – Germany and Austria-Hungary. For each country you choose, write the speech that the leader would give at an emergency meeting of his or her government. You must try to reflect in your speeches an insightful understanding of your nation's position in the European international political situation. You have a heavy responsibility in each speech because your government will base its decisions on the briefing you provide in your speech. A good speech would deal with the four points listed below.

- What are your country's interests? On which interests would you be willing to compromise if necessary?
- What European nation do you believe represents the greatest threat to your interests?
- What countries might you count on to support you if you went to war? Under what circumstances, if any, would you go to war without their support?
- To what countries do you owe support if they go to war? Under what conditions will you refuse to support them?

(Note that "interests" means the same as "goals" or "aims.")

Remember, this assignment requires the writing of two speeches.

A page has been provided for each one.

The following is designed as an aid in assessing students' answers. Of course, students cannot be expected to supply highly detailed responses, but these memoranda can serve as a basis for discussion when the assignment has been corrected.

Memoranda of Commitments and Interests

These five memoranda have been constructed specifically for this assignment. Although they are fictitious, the memoranda represent careful explanations of each nation's position in 1914 based on actual evidence. Wherever possible, the memoranda and dispatches reproduce the authentic language of the original correspondence.

MEMORANDUM TO THE AUSTRO-HUNGARIAN CABINET – JUNE 28, 1914

1. ALLIANCES

Since 1879, we have been allied with Germany, and since 1882, with Italy. Under the terms of our alliance with Germany, we have agreed to come to its aid if it is attacked by Russia or another nation supported by Russia. Germany has made the same promise to us. Under the terms of our alliance with Italy, we have agreed to aid it, along with Germany, if it is attacked by France. Finally, if any one of the members of the alliance is attacked by two or more powers, the other two members have promised aid. Since these alliances were concluded, Germany has proved to be a faithful ally; Italy has not.

In the two most serious crises we have faced in this century, Germany has remained steadfastly loyal to the Austro-Hungarian Empire. Germany stayed by our side in 1908 when Russia went back on its promise to allow us to annex the provinces of Bosnia-Herzegovina. In return, we had promised our neutrality if Russia wished to gain control of the Bosphorus and Dardanelles. Russia probably went back on its promise because Serbia protested our annexation of provinces that included many Serbs. But Russia could not get support from its allies, France and Great Britain. Consequently, Germany's friendship allowed us to carry the day.

In 1912 and 1913, Germany stood behind our efforts to stop the Serbian acquisition of territory in the Balkans at our expense and the expense of the Ottoman Empire, and once again kept Russia from interfering with our plans. We have generally been able to count on the support of the German emperor, Kaiser Wilhelm, and his government; and it has been in our best interest to support his projects. We have done so on two occasions when Kaiser Wilhelm wished to block France's takeover of Morocco. In 1905, we were the only European power who backed the Kaiser when he promised the Sultan that he would not allow another European nation to control that country. In 1911, the Kaiser gave in to France, who was supported by its allies, Great Britain and Russia.

2. VITAL INTEREST

Since the Congress of Vienna, we have tried to protect our holdings in Europe and maintain our influence in the Balkan states. As the Ottoman Empire has been forced to withdraw from the Balkan peninsula, we have stepped in to maintain peace in the area. This has been extremely difficult to do with the Serbs constantly agitating for an outlet on the Adriatic Sea and for the annexation of areas of our nation that contain large numbers of Serbs. Their constant attacks on Austria, the assassination being the most recent and most severe example, has made it difficult for us to maintain peace in the Balkans and keep the subject peoples of our empire from revolution. With Germany's goodwill, however, we have been able to have our way most of the time. Yet the activities of the Serbs have tried the patience even of the German emperor. Most important, however, has been Russia's attempt to extend its influence into the Balkans. Again, Germany's aid has enabled us to keep the Russians from making significant gains. But we must constantly be on our guard to see that Russia does not extend its influence at our expense.

MEMORANDUM TO THE GERMAN CABINET – JUNE 29, 1914

1. ALLIANCES

Austria-Hungary and Italy have been our allies since 1882, when we signed the Triple Alliance. This alliance was drafted by Chancellor Otto von Bismarck in an effort to protect our country from France, which has desired revenge since 1871. Under this alliance, we will support Italy if it is attacked by France. If we are attacked by France, Italy agrees to provide aid. If Austria is attacked by Russia or another country backed by Russia, we shall come to Austria's aid. Conversely, if we are attacked by Russia or another country backed by Russia, Austria will aid us. Finally, if two or more countries should attack one of the three parties to the alliance, the other two will come to that nation's aid.

When our Emperor, Kaiser Wilhelm, tried to block the French takeover of Morocco in 1905, Austria stood by our side. Italy sided with the other great powers, and consequently France was able to make its move unmolested. In return for Austria's loyalty, we have supported its Balkan interests. In 1908, when it moved to take over the provinces of Bosnia-Herzegovina, we sided with it against Russia. Since Russia could not obtain help from its western allies, Great Britain and France, we were able to assure Austria-Hungary's victory in that crisis. We again stood by Austria-Hungary last year when it moved to deprive the Serbs of the gains they had made in the war against the Ottoman Empire. Again, Serbia's ally, Russia, was forced to back down. The events of the past nine years have cemented our friendship with the Austro-Hungarian Empire. Italy, however, has not proved to be a loyal ally.

2. VITAL INTERESTS

Since the Kaiser dismissed Chancellor Bismarck in 1890, Germany has expanded its interest to include the entire world. Of course, we still wish to prevent France from seeking revenge against us. This interest, which was the only concern of Chancellor Bismarck, has been supplanted in recent years by Germany's interest in extending its influence to other parts of the world.

We have stepped up our efforts to acquire overseas colonies. We have obtained some in Africa and Asia. At present they do not seem threatened by the immediate situation. However, any war that involves Germany includes the risk of losing these colonies. As part of our policy, Germany has also intensified its efforts to build a navy to rival that of Great Britain. There is evidence that Great Britain is greatly concerned about our new naval power. In recent years we have also acquired influence in the Middle East. A treaty with the Ottoman Empire and the plans to build a railway from Berlin to Baghdad should further increase our influence in that area of the world. In this cause we are supported by Austria-Hungary. Certainly, one of our most vital interests is Austria's continued domination of the Balkan countries, since it is much better to have an ally there than a potential enemy, such as Russia.

MEMORANDUM TO THE FRENCH CABINET – JUNE 29, 1914

1. ALLIANCES

We have alliance with Russia, concluded in 1894. This alliance became possible when the Germans, our enemies in 1870 and 1871, refused to renew the Reinsurance Treaty of 1887. Under this treaty, Russia and Germany had each agreed to remain neutral if the other went to war. From Germany's refusal to renew the treaty, the Russians became aware of the German menace to peace and sought to conclude an alliance with us. The terms of our alliance with Russia are as follows: we agree to aid Russia if it is attacked by Germany or Austria supported by Germany; Russia agrees to aid us if we are attacked by Germany or Italy supported by Germany.

On two occasions Russia's interest in the Balkans were threatened, and we have been asked to come to its aid. First in 1908, when Austria annexed Bosnia-Herzegovina, Russia called on us to stop Austria's takeover of two provinces that included a large number of Serbs. Then in 1913, Russia called on us to support its efforts to help the Serbs retain the territory they had won in a war against the Ottoman Turks. Again, Austria's interference deprived the Serbs and the Russians of their interest in the area. Our alliance with Russia is purely defensive, however, and we could not agree to support it in these actions. Even though Russia has been disappointed by our decisions in these cases, it remains a faithful ally.

In recent years our relations with Great Britain have grown warmer. In the two crises of 1905 and 1911, when the German emperor, Kaiser Wilhelm, tried to block our moves to make Morocco a protectorate, Great Britain stood firmly by our side. These two crises, plus the friendly way in which we have settled our differences regarding overseas colonies, particularly in Africa, have led to the development of British commitments to us. Although we have no formal military alliance with Great Britain, we have worked out secret arrangements whereby it has agreed to commit some of its troops to our defense if ever we are attacked by Germany.

2. VITAL INTEREST

It has become an article of faith with the French nation that we shall redeem the two provinces lost in the France-Prussian War – Alsace and Lorraine. Indeed, the spirit of revenge has run very high in our country since our defeat in that war. Not only the confiscation of two of our provinces, but the huge indemnity that Germany forced us to pay and the German military occupation of France until the indemnity was paid have cultivated ill feelings toward our neighbour on the east. We will never provoke war with Germany, but we shall not stand idly by while it is aggressive.

As for our overseas possessions, we have worked out agreements with the British so that they will not threaten us. But if Germany sees an opportunity to gain imperial possessions at our expense, you can be sure that they will take it.

MEMORANDUM TO THE BRITISH CABINET – JUNE 28, 1914

1. ALLIANCES

At present we have no formal defensive or offensive alliances with any European power. We have tried to keep ourselves from becoming entangled in continental European diplomacy and intrigue.

Our relations with our neighbour, France, have been steadily improving in recent years, however. We have come to realize that our interests and the interests of France are parallel. We have resolved most differences regarding possessions overseas, and we supported France in 1905 when the German emperor, Kaiser Wilhelm, tried to upset French plans for strengthening their control of Morocco. The firm support of France probably averted war, since Germany was unable to obtain the support of its ally, Italy. In 1911, when the Kaiser sent a gunboat to Tangier to stop France from getting a full protectorate in Morocco, we showed that we would not allow moves that violate our interest in the Mediterranean.

In the Mediterranean region, France has proved to be a better friend to our interest than other nations. Accordingly, we have conducted secret negotiations with the French to work out arrangements of military aid should France suffer another attack from Germany. These arrangements are not known to the British public, nor even to most members of Parliament. We should be reluctant to reveal them at all, but we do have a commitment to honour.

Our relations with Russia have also been improved in recent years, especially since the friendly settlement of the Persian problem in 1907. Russia has agreed not to press its interest in that nation, and hence, we need not fear its threat to our Indian possession. We cannot support Russia's interest in the Balkan area, however, for its interests there do not coincide with ours. Russia's desire to obtain control of the straits leading from the Black Sea to the Mediterranean, so vital to our trade with our Asiatic colonies, might threaten our ability to move freely through the Mediterranean. This issue must be resolved.

2. VITAL INTERESTS

Our most vital interest in continental Europe – Belgium – has been the one unchanging interest in British policy since the beginning of the eighteenth century. We have not tolerated control of Belgium by any great power. When France threatened Belgium in 1793, we took steps to defend our interest there. We shall do so again, since Belgium lies less than twenty-five miles from our coast. At present, Germany seems to be the greatest threat to Belgian neutrality.

Germany also threatens our vital interests in another area. Its plans to build a railway from Berlin to Baghdad makes it a much more immediate threat to our Indian possession and to the Suez Canal than Russia. In recent years, Germany's naval building programme has been alarming. We tried to stop this threat in 1912 with the Haldane mission, but Germany refused to give up the naval building programme unless we agreed to remain neutral if it went to war. This, of course, we could not promise. Elsewhere we must protect our vital interests in our overseas colonies. We must not permit any power to challenge our control of India or our interests in the Suez Canal, Gibraltar, and the Mediterranean Sea.

MEMORANDUM TO THE RUSSIAN CABINET – JUNE 28, 1914

1. ALLIANCES

We are an ally of Serbia, one of the parties in the present conflict. We have supported it on several occasions, most recently when Austria moved in 1913 to deprive our fellow Slavs of territories they had acquired from the Ottoman Empire. Since we could not obtain the support of our western European friends, France and Great Britain, we were unable to block the Austrian action.

We also supported Serbia in 1908 when Austria-Hungary annexed Bosnia-Herzegovina. Originally we had agreed to allow this annexation to take place in return for the Austrian concession to allow us a free hand in gaining control of the straits leading from the Black Sea to the Mediterranean. The Serbs protested the Austrian annexation, however, since millions of their brother Serbs lived in the provinces of Bosnia-Herzegovina. When Austria moved to annex these territories, therefore, we reversed our position.

In this crisis, as well as the one in 1913, we were unable to obtain support from either Great Britain or France. Great Britain, in particular, did not wish to support our further penetration into the Balkans, since it is anxious to keep the straits in the hands of the Turks, who pose less of a threat than we do to their sea-lanes in the Mediterranean.

We have an alliance with France. This alliance was concluded in 1894, after the German emperor, Kaiser Wilhelm, refused to renew the Reinsurance Treaty, under which each of us promised to remain neutral if the other party went to war. The terms of our alliance with France are as follows: We agree to come to France's aid if it is attacked by Germany or by Italy supported by Germany; France agrees to aid us if we are attacked by Germany or by Austria supported by Germany. In most cases, France has honoured its commitments to us, but it had not come to our aid in the two Balkan crises when we lost so much.

We do not have a military alliance with Britain, but we probably can count on its support if war should ever come. At the very least, it will not aid another power who is at war with us. Relations between our two countries have been getting better since 1907, when we reached a friendly settlement on the Persian situation. We have divided the country between us. We cannot count on Great Britain's support, however, if we endanger her vital interests. Great Britain jealously protects the free movement of its ships in the Mediterranean between the Suez Canal and Gibraltar, both of which it controls, and its interest in India, which one of its ministers once called "the jewel in the imperial crown."

2. VITAL INTERESTS

Our most vital interests, and those that concern us most in the present crisis, are in the Balkan states. These states, particularly Serbia, have always been friendly towards us, probably because Serbs are our Slavic brothers. We have already lost much in this area at the hands of the Austrians, and the Germans also have threatened our interests there. The plan to build a railway from Berlin to Baghdad under German auspices also threatened our interests in the Middle East. Of course, we still have strong interests in the straits connecting the Black Sea and the Mediterranean. Since the Ottoman Empire is a German ally, a victory over Germany would perhaps give us this passage.

Section 3: Immediate Causes of World War I

Key Concepts:

- immediate causes
- alliance systems
- mobilization

Section 3: Media Suggestion

The sound-slide video, Causes of World War I, is a good additional resource for this section. It is available from the Educational Audio Visual Inc.

The video leads the viewer through the causes of the war. Focus is placed on the direct cause of war as it relates to each participant.

Section 3: Activity 1

1. Match the country in Column A with the statement in Column B by putting the appropriate number from Column A in each blank.

Column A

1. Britain
2. Germany
3. Russia
4. France
5. Austria-Hungary

Column B

- a. 3 supported the small Balkan nations *Russia acted as the big brother of Slavs in the Balkans. It encouraged these nations (e.g., Serbia) against Austria-Hungary.*
- b. 5 issued an ultimatum to Serbia *Austria-Hungary wanted to crush Serbia to discourage nationalist movements within its borders.*
- c. 1 continued to build dreadnoughts *Britain was being challenged by Germany. This was part of the arms race going on in Europe before World War I.*
- d. 4 demanded the return of Alsace and Lorraine *The French wanted the return of Alsace-Lorraine. Nationalism fueled this desire. France had lost these provinces in 1871. There was also a desire for revenge.*
- e. 2 mass produced long-range artillery *The Germans were concentrating on long-range artillery. The most famous gun was called "Big Bertha." It was produced at the famous Krupp factories.*

2. Interpret the statement “Peace was at the mercy of an accident.”

The statement is saying that there will be peace as long as there is no accident to set things off. Peace is like a powder keg. It is safe as long as no one accidentally provides a spark to set it off.

3. In this exercise, match the reason with the appropriate action as you did in the first exercise in Activity 1.

Reason

1. There is a determined effort to support its Balkan ally.
2. Russian pressure and advice leads to this action.
3. There is a danger of an Austrian attack.
4. World opinion seems to favour such action.
5. Desire for an ally motivates this.

Action

- a. 2 Serbia accepts most of the Austrian demands.
Serbia accepts most of the demands of the Austrian ultimatum because of Russian advice. Although the Russians were prepared to support Serbia, they didn't want war.
- b. 5 The Kaiser gives his support to Austria.
The Kaiser gave his “blank cheque” support to Austria because he wanted to retain a reliable ally.
- c. 4 Austria issues an ultimatum.
The world was shocked by the assassination of the Archduke. Opinion at the time seemed to favour strong Austrian action.
- d. 3 Serbia begins mobilizing her army.
Serbia was afraid Austria was about to attack. It mobilized in order to protect itself.
- e. 1 Russia prepares to mobilize.
Russia wanted to support Serbia. When Austria declared war on Serbia on July 28, Russia had to take action.

4. Read the paragraph. Then, on the lines provided, write what you think the main idea is.

In June of 1914, Franz Ferdinand, the heir to the Austrian throne, was assassinated in Sarajevo, Bosnia. The assassin was involved in the area's independence movement. Austria saw this as an opportunity to crush the independence movement. After securing a promise of German support, Austria declared war on Serbia. Russia promised to support Serbia, and France promised to support Russia. Germany demanded Russian and French neutrality on the Serbian issue but they refused. This led to the German declaration of war on France on August 1. The alliance system brought other nations into the war, World War I was the result.

The main idea of this paragraph is that the killing of Franz Ferdinand was the immediate cause of what quickly became World War I.

Section 3: Activity 2

1. Place the following events in chronological order (that is, the order in which they happened). Put numbers in the blanks.

Here is the correct order of events.

1. *Russia mobilizes.*
2. *Germany sends Russia an ultimatum.*
3. *Germany declares war on Russia.*
4. *Germany invades Belgium.*
5. *Britain declares war on Germany.*

2. Identify the action or situation in Column B that is a response to an action or event in Column A. Again, put the appropriate number in each blank.

Column B

1. The objective is to defeat one enemy first.
2. Britain declares war.
3. The strategy is to use the Schlieffen Plan.
4. Germany issues its first ultimatum.

Column A

- a. 3 France is prepared to fulfil its obligations.
If France is prepared to fulfil its obligations to Russia, the German strategy is to use the Schlieffen plan against France.
- b. 4 Russia orders a full-scale mobilization.
When Russia orders a mobilization, Germany sends Russia an ultimatum.
- c. 2 Germany invades Belgium.
When Germany invades Belgium, Britain honours its commitment to support Belgium's neutrality and independence.
- d. 1 The Schlieffen Plan is activated.
The Schlieffen Plan is put in operation by Germany to defeat France first and prevent a two-front war.

3. What did Earl Grey mean by the statement “The lamps are going out all over Europe”?

Earl Grey was referring to the fact that peace was ending. The darkness of war was descending on Europe. The light of civilization was going out. Your answer may vary from the above statement, but its meaning should be roughly similar.

4. Match the following leaders with the appropriate statement by putting the appropriate numbers in the blanks.

1. George V
2. Wilhelm II
3. Nicholas II
4. Franz Joseph II

- a. 3 He accepted poor advice, and failed to recognize the need for democracy.
Nicholas surrounded himself with ignorant and stupid advisers. He failed to recognize the need for reform in his country.
- b. 2 He did not recognize the danger of unconditional support of an ally.
Wilhelm gave his "blank cheque" support to Austria. This committed him to support Austria when Serbia was attacked.
- c. 4 His rule was marked by personal tragedy and disappointments.
Franz Joseph did not play a major role in 1914. By this time he was very old. He had lost his son to suicide and his brother had been killed in Mexico; Franz Ferdinand, his heir, had just been killed in Sarajevo.
- d. 1 He was the only monarch who presided over a democracy.
George V was a constitutional monarch. Power was in the hands of the British Parliament.
- e. 2 He fell under the influence of his military advisors.
Wilhelm had spent his early years in the army. He retained his close association with the military when he became emperor.

5. Explain the following quotation: "If we ask who was responsible for the war, we must answer, no one and everyone."

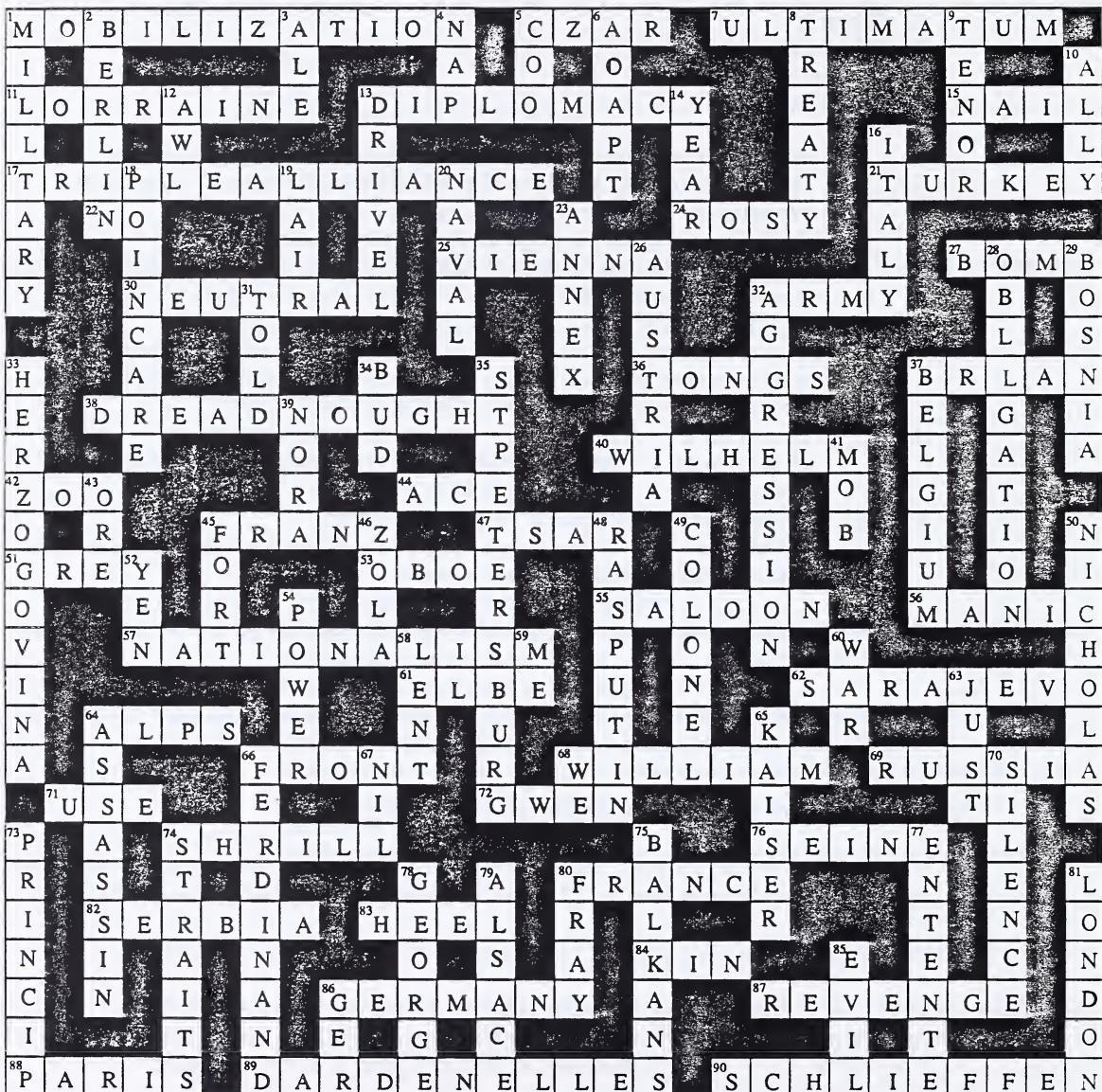
Historians have not found it easy to determine who was responsible for the war. No one seems to be directly responsible and everyone seemed to be involved.

6. Why is the birthplace of President Raymond Poincaré significant?

Poincaré was born in Lorraine. This was one of the provinces that Germany took from France after the Franco-Prussian War in 1871. This no doubt affected his attitude toward Germany.

Section 3: Activity 3

Crossword Puzzle



Across

1. the act of calling up a nation's troops
5. the ruler of Russia prior to 1971 (Note: There is more than one spelling.)
7. a demand
11. the province of birth of French President Poincaré
13. negotiating problems between nations by peaceful means
15. hammer's associate
17. with the inclusion of Italy, the Dual Alliance became this
21. by 1914 this former power was now in decline
22. when Wilhelm II asked Russia to cease mobilization this was the answer
24. "ring around the _____"
25. capital city of Austria
27. an explosive device
30. Belgium's status in 1914
32. a branch of the military designed for land warfare
36. a grasping device
37. a man's name
38. a British World War I warship
40. he led Germany to war in 1914.
42. Animal captives are held there.
43. a valued card
45. Austrian leader's given name
47. a variation in spelling of 5 across
51. Britain's foreign secretary when World War I began
53. a musical instrument
55. Alcoholic beverages are sold here.
56. excessively happy or enthusiastic
57. strong feeling of loyalty to one's country or people; a powerful force in German unification
61. a German river
62. The assassination of an heir to a throne in this city provided the spark that led to war.
64. Swiss mountains
66. where two opposing armies meet
68. the English version of "Wilhelm"
69. viewed itself as "protector of the Slavs"
71. utilize
72. a female name
74. a high-pitched sound
76. Paris river
80. member of the Triple Entente
82. This nation was the recipient of an ultimatum from Austria-Hungary.
83. a foot part
84. George of Britain and Wilhelm of Germany were examples

86. the leading and most powerful member of the Triple Alliance
87. France desired this following the loss of Alsace and Lorraine in the Franco-Prussian war.
88. French capital
89. This waterway was coveted by the Russians.
90. This plan necessitated the passage of German soldiers through Belgium.

Down

1. relating to the armed forces of a nation
2. the capital city of the German Empire
3. an alcoholic beverage
4. sleep
5. pigeon sound
6. to change
8. a binding agreement between nations
9. a low singing voice
10. Russia viewed France as one.
12. a pointed tool
13. nonsense
14. 1914 is an example.
16. This nation was the last member of the Triple Alliance.
18. French leader
19. den
20. relating to the military at sea
23. Many Austrians wanted to do this to Serbia.
26. the leading member of the Austria-Hungary Dual Monarchy
28. a duty
29. Princip was one.
31. informed
32. Austria's use of force to solve the Serbian crisis is an example of this
33. Bosnia's neighbour
34. a young plant
35. Russia's capital in 1914, now known as Leningrad
37. Germany's invasion of this country prompted Britain to enter the war.
39. a woman's name
41. an unruly crowd
43. a mineral deposit
45. a fortified place occupied by troops
46. a nineteenth-century writer who felt there never again would be a major war
48. This Russian monk became an important advisor to Czar Nicholas II.
49. a military rank
50. leader of Russia in 1914
52. Japanese currency
54. Many nations and leaders desire this.

58. an important occasion according to Roman Catholic doctrine

59. a pronoun

60. the ultimate act of aggression between nations

63. deserved, reasonable

64. Gavrilo Princip was one.

65. Wilhelm's title

66. Austrian leader

67. nothing

68. a pronoun

70. the song "Sound of _____", by Simon and Garfunkel

73. This Bosnian student may have altered the face of history.

74. Russian ambitions centered on these narrow waters which were a route between the Mediterranean Sea and the Black Sea.

75. Prior to World War I this area was known as the "powder keg of Europe."

77. an agreement

78. British leader

79. This French territory became part of Germany following the Franco-Prussian War.

80. a fight

81. Britain's capital city

85. what the enemy is often considered to be

86. abbreviation for Germany

Section 3: Follow-up Activities

Extra Help

1. What crime set off events that brought on a war within a month?

The crime was the assassination of Archduke Franz Ferdinand and his wife Sophie by Bosnian student Gavrilo Princip in Sarajevo.

2. Why did Austria-Hungary want to crush Serbia?

Austria felt that Serbia was behind the assassination plot.

3. Germany gave Austria-Hungary the “green light” to do what it wished to punish Serbia. This is referred to as the “blank cheque.” Explain the meaning of the expression “blank cheque.”

Germany placed no limits on the amount of help that Austria would be able to receive.

4. The government of Austria-Hungary sent a harsh ultimatum to Serbia. Review the meaning of “ultimatum” and then list two demands.

An ultimatum is a final demand with a threat attached. Two of the items in the ultimatum were:

- a. Serbian officials guilty of anti-Austrian propaganda were to be dismissed.*
- b. Austrian officials were to be allowed to investigate anti-Austrian activities within Serbia.*

5. State two reasons why Austria was confident that it could defeat Serbia in a local war.

- a. Austria was known to have greater military strength than Serbia.*
- b. Austria felt other nations would not dare to aid Serbia because of the alliance with Germany.*

6. Why did Serbia not comply fully with the ultimatum?

Serbia did not fully comply with the ultimatum because it would go against its own constitution.

7. State two reasons why Russia supported Serbia.

- a. *Russia felt a kinship with the Serbs because they were a fellow Slavic people.*
- b. *Russia felt that a strong Serbia would make it easier to exercise its own ambitions to control the narrow straits separating European Turkey from Asian Turkey. This would ensure Russian access to the Mediterranean Sea.*

8. Why was Germany alarmed at this time?

Germany was alarmed at the possibility of having to fight Russia on the east and France on the west at the same time.

9. What German action brought Great Britain into the war?

Germany's invasion of Belgium caused Britain to enter the war.

Enrichment

1. Use the information in Fay's passage to complete the chart for each country (Serbia, Austria, Germany, Russia, France and England). Write the arguments to defend each country in the left side column. Write the arguments to prosecute each country in the right side column. There are usually a number of pieces of evidence, so read carefully.

Country	Case for the Defence	Case for the Prosecution
Serbia	<ul style="list-style-type: none"> sought to liberate the Slavic people from Austrian rule <i>was only doing what so many other countries (Italy and Germany) had done in the nineteenth century – unifying a group of people</i> 	<ul style="list-style-type: none"> took no steps to discover and bring to justice the Serbians implicated in the assassination plot
Austria	<ul style="list-style-type: none"> <i>acted in self-defence</i> <i>felt Serbian agitation was attempting to destroy the integrity of the empire</i> <i>felt Russia was intriguing against the Austro-Hungarian empire</i> <i>felt no state can tolerate dismemberment at the hands of its neighbours</i> 	<ul style="list-style-type: none"> <i>more responsible for the immediate cause of the war than any other power</i> <i>deliberately wrote the ultimatum hoping that it would be rejected</i> <i>gambled on a local war with Serbia and rather than abandon war with Serbia was willing to drag the rest of Europe into war</i>
Germany	<ul style="list-style-type: none"> <i>did not mobilize until after Russia and France did</i> <i>mobilized only after asking Russia to cease mobilization and when France gave an unsatisfactory reply as to their intentions</i> <i>had no choice but to attack France through Belgium</i> 	<ul style="list-style-type: none"> <i>gave Austria a free hand to deal with the Serbians</i> <i>lost the trust of France and Britain by denying any prior knowledge of the ultimatum</i> <i>supported the harsh ultimatum when it was published</i> <i>refused England's offer of a conference</i> <i>acted too late to halt Austria's aggressive action</i>
Russia	<ul style="list-style-type: none"> <i>felt obligated to defend a small Slavic nation from Austrian action</i> 	<ul style="list-style-type: none"> <i>encouraged the notion that South Slavic unity could be achieved at the expense of Austria</i> <i>was well-prepared for war</i> <i>led Germany to mobilize and declare war by mobilizing Russian army</i>
France	<ul style="list-style-type: none"> <i>attacked by Germany, according to the Schlieffen plan</i> <i>made efforts for peace</i> 	<ul style="list-style-type: none"> <i>Promised Russia full support in Russia's defence of Serbia</i> <i>made no attempt to restrain Russia from military measures which would lead to German countermeasures</i> <i>leader emphasized German preparation for war in order to gain British support rather than work for peace</i>
England	<ul style="list-style-type: none"> <i>found public opinion divided on what role England should play in the crisis or in the event of a war</i> <i>was obligated to defend Belgium</i> 	<ul style="list-style-type: none"> <i>failed to warn Germany strongly that England would support France</i> <i>failed to warn Russia and France that England would remain neutral</i>

2. Fay raises the question “Nevertheless, a European war broke out. Why?” What was his answer?

Fay says that war broke out “Because in each country political and military leaders did certain things which led to mobilization and declarations of war, or failed to do certain things which might have prevented them.” The point is that there is no single cause, nor was one single leader to blame.

3. According to Fay, why is it wrong to continue to blame Germany as being solely responsible for causing the war?

Fay says that it was wrong to blame Germany solely because

- *blame was assigned to Germany in an atmosphere of ignorance and hatred*
- *the evidence was not complete*
- *the responsibility for causing the war should be divided among the nations*

4. Fay states that war broke out because in each country, leaders made decisions that led to war. Match the country (Serbia, Austria, Germany, Russia, France, or England) with the decision of the leader by writing the name of the country in the space provided.

<i>England</i>	a. This country did not restrain Russia and France.
<i>Serbia</i>	b. This country did not warn Austria of the murder plot.
<i>Germany</i>	c. This country had planned to attack France, because of France's geographical position and inferior troop numbers.
<i>Austria</i>	d. This country sent an ultimatum hoping it would be rejected.
<i>Germany</i>	e. This country was the last to mobilize in continental Europe.
<i>France</i>	f. This country assured its ally that it would assist it in helping Serbia.
<i>Serbia</i>	g. This country made a conciliatory, but negative, reply to an ultimatum.
<i>Russia</i>	h. This country's hasty general mobilization made European-wide war inevitable.
<i>Germany</i>	i. This country tried to press mediation proposals on its ally, but it was too late.
<i>Russia</i>	j. This country encouraged Serbian nationalism at Austria's expense.
<i>England</i>	k. This country failed to warn Germany that it would stand by its allies in the Triple Entente.
<i>France</i>	l. This country stressed German preparation for war in order to get British support.

Section 3 Assignment

Read all the parts of your assignment carefully and record your answers in the appropriate places.

This assignment will require you to draw upon your knowledge of the background causes (Section 2) and immediate causes (Section 3) of World War I.

Write a news article to answer the following question. Your answer should be about three pages long.

At the time of the assassination of Franz Ferdinand, why was there a danger of a European war?

Before you begin to work on this article, read on further for the necessary help in how to write it.

- Assume the role of a journalist with an extensive knowledge and an insightful understanding of international politics.
- Pretend that the assassination has just happened and you are writing the article for your newspaper on June 29, 1914, one day after the murder.
- The people who read your article are not aware that the assassination could be the spark to ignite a chain of events that could lead to war. They do not have your knowledge and analytical skill.
- Your article should attempt to link the background causes (pre-assassination) to the present situation. Use your knowledge of the immediate causes of the war to explain why the European situation is more dangerous than most people realize.
- Explain in your answer why, at the time of the assassination, there is a danger of a European war. Avoid writing a narrative chronological account of the history of the pre-war years.

Ready to start? If so, follow these steps:

- Review Sections 1 and 2 of the module.
- Organize your ideas.
- Prepare an outline on spare paper.
- Write your assignment.

The student should demonstrate in this article an understanding that at the time of the assassination, Europe was a powder keg about to explode. International tension and rivalries had created a situation where an incident – some spark – might set the powder keg off.

What was the European International situation in June 1914?

- A heightened sense of nationalism gripped many countries. Leaders promoted this emotion to the point where the masses were willing to go to war to defend their nation's interest and national pride.
- The balance of power, a major factor in maintaining peace in Europe since 1815, had now changed. These changes were more likely to lead to war than to maintain the peace.
 - The creation of a united Germany, in 1870, alarmed other nations, especially France, England, and Russia.
 - England was no longer practising “splendid isolation” and was therefore less able to play the role of the disinterested mediator or balance in a crisis situation.
 - Turkey's decline in the Balkans meant that this region was now very unstable and open to big-power competition.
 - Europe had been, since 1907, divided into two rival alliance systems: the Triple Entente and the Triple Alliance.
- Many nations' leaders, especially military leaders, believed that war was inevitable. This was dangerous because it led to the following:
 - an escalating arms race
 - elaborate and rigid war plans
 - a dangerous desire in a crisis to strike the first blow or mobilize quickly, thereby reducing the likelihood of a diplomatic solution to a problem
- The quality of European leadership at this time was very poor. Franz Joseph, Kaiser Wilhelm, and Czar Nicholas had very unstable personalities.
- Sovereign nation-states conducted international politics in a state of anarchy. They practised brinksmanship and gun-boat diplomacy, hoping to achieve their goals by threats and intimidation. They were ready to risk war, if their adversary would not back down.

The student should demonstrate an understanding of the immediate causes of the war by explaining how the assassination could lead to a major war. This requires that the student link the background and the immediate causes of war. A high-quality article would explain how each of the nations might now be pulled into a war.

- Austria-Hungary might blame Serbia for the assassination and use it as an opportunity or excuse to justify an attack on Serbia. Why? Serbia was the centre of South Slav nationalism; and since winning its independence from Turkey in 1869, it had claimed to be the nucleus for the South Slav nation (Yugoslavia). Serbian nationalists had been encouraging the Slavs in the

south-eastern parts of Austria-Hungary to separate from the Dual Monarchy. A greater Serbia could be achieved only at the expense of the integrity of Hapsburg Empire. If one group succeeded, then others might follow, and thus the disintegration of the empire would occur.

- *Austria-Hungary, feeling that its very survival was at stake, might decide to risk a war against the Serbs.*
- *There was the danger of an Austrian attack on Serbia that might bring Russia into war with Austria.*

Russia claimed to be the “Big Brother of the Slavs” and had supported Slavic nationalism in the Balkans.

Pan-Slavism was a policy used to advance Russian power and influence around the Black Sea at the expense of Turkey. Any Russian gains in the Balkans would raise an alarm in Germany and in Austria-Hungary. Russian advances in the Balkans would be halted by an Austrian defeat of Serbia. Russia might feel compelled to support Serbia because in recent years, 1908 and 1912, it had refused military assistance to the Serbs. Russia’s claim to support Pan-Slavism would be tested by any Austrian attack on Serbia.

- *Germany’s role was key. Germany might feel compelled to support its long-time and only reliable ally – Austria-Hungary. It also shared a desire to stop Russian advances in the Balkans. Germany might feel that a strong show of support for Austria-Hungary would hold the Russians off, leaving Austria easily to defeat Serbia in a two-nation conflict. But, what if Russia mobilized in support of Serbia, and was not intimidated by German support of Austria? Now there would be a danger of war between two great powers.*

Czar Nicholas and Kaiser Wilhelm in a game of brinkmanship might each expect the other to back down. If no one did, war would result.

- *France would likely be involved if Germany and Russia went to war. German military planners had assumed that any war would be a two-front war. Their set plan was to attack quickly and defeat France, and then turn to fight a prolonged war on a single eastern front against Russia. Therefore war with Russia meant war with France. France would probably resist Germany. They had long sought revenge for the defeat of 1871, and saw an opportunity to regain Alsace-Lorraine. France alone would never fight Germany, but with Russia and England as allies, they might have a chance. Events could even drag England into war. The British were allied with France, and Russia and might feel obligated to support the Entente, especially if Germany appeared to be the aggressor. Remember that the Kaiser had engaged in a ship-building race with England and sought a colonial empire to rival that of the British. If Germany attacked France, England’s navy would at least defend the English Channel.*

England was also committed to defend Belgium from invasion. If Germany attacked France through Belgium as its plan called for, England would likely defend the Belgians.

Yes, there was a danger of war. Events prior to June 1914 created a tense situation and this somewhat obscure, but tragic, murder could drag Europe to war. Time would tell.

Section 4: Events of the War

Key Concepts:

- total war
- trench warfare
- Canada's "coming of age"
- armistice
- war guilt
- reparations

Section 4 traces the major events of the war. Emphasis is laid on the nature of this new "total war" and its devastating effects. The peacemaking process is examined along with the role the Treaty of Versailles played in setting the stage for later conflicts.

Section 4: Media Suggestion

*The video entitled **Western Man and the Modern World – World War I** is useful for this section. This video presents an impression of the First World War. It does not attempt to cover details of the events. It is, rather, a video that graphically brings out the horror of war.*

The video contains two basic conflicting themes: the romance of war contrasted with the horrors of war. The human response to the new and different techniques of war is emphasized.

The video is available from

Educational Enrichment Materials

New York Times

Pergamon Press

1979

Produced by John Dent

Section 4: Activity 1

1. Now that you have studied the maps complete the following chart.

Two sides	Strengths	Weaknesses
The Entente Powers (or Allies)	<ul style="list-style-type: none"> <i>There are more infantry divisions.</i> <i>Those forces have more equipment.</i> <i>They have more horses.</i> <i>They have a superiority in naval forces.</i> 	<ul style="list-style-type: none"> <i>Russian forces are poorly trained and equipped.</i> <i>Britain, France, and Russia are geographically separated, so it is more difficult to coordinate their actions.</i>
Germany and Austria	<ul style="list-style-type: none"> <i>Germany has the best trained and equipped army.</i> <i>Germany and Austria form one geographic block in Europe.</i> 	<ul style="list-style-type: none"> <i>The Austrian army is inefficient. There are too many nationalities and languages.</i> <i>These powers must fight a two-front war.</i>

2.

Europe in 1914

a. Identify the countries by writing their names beside the correct letter or number.

Central Powers

- A. *Germany*
- B. *Austria-Hungary*
- C. *Bulgaria*
- D. *Turkey*

Allies

- 1. *Britain*
- 2. *France*
- 3. *Russia*
- 4. *Italy*
- 5. *Serbia*

b. Outline the Central Powers on the map in coloured pencil. Why are they called the Central Powers?

These powers are located in the centre of Europe. They are also in the centre of the fighting.

Section 4: Activity 2

Result

1. In this exercise match the result to the false assumption in items a. to c. by placing the appropriate number in each blank.
 1. Artillery fire destroyed the attacks.
 2. The Schlieffen Plan was thrown off schedule.
 3. The Germans had to transfer two corps.

False assumption

- a. 2 Belgium would remain neutral.
Belgium did not remain neutral. It would not allow the German army to pass through. The Belgians resisted and slowed down the Schlieffen Plan.
- b. 3 Russians would be slow to mobilize.
The Russians mobilized much more quickly than expected. They attacked Germany in East Prussia, and Germany had to transfer two corps to the Eastern Front.
- c. 1 "Elan" would carry the French to victory.
The French attacked in Alsace-Lorraine, and German artillery fire destroyed them. The French had assumed that élan would carry them to victory.

2. a. How was the war in 1915 similar to a tied football game at halftime?

In 1915, the war was at a stalemate. The armies were dug in. A tied football game is a close analogy.

b. What adjustments might the two teams make?

The adjustments would have to be some kind of new offence.

3. Study the chart that follows. Now match the dangers of trench warfare with the following statements by putting the appropriate number in each blank.

- (1) Artillery fire
- (2) Going over the top
- (3) Shell-shock
- (4) Rats and lice

a. 2 This was probably the most dangerous part of trench warfare.

Going over the top was the most dangerous for the soldiers. They were exposed to machine-gun fire.

b. 4 Some were as big as alley cats.

Rats swarmed the trenches. They grew fat living off the decaying bodies.

c. 1 This caused men to break down.

Artillery fire caused panic and emotional breakdown. It contributed to the sense of futility and despair involved in trench warfare.

d. 3 This was attributed to the din of exploding shells.

Shell shock was attributed to the din of exploding shells.

Section 4: Activity 3

In this exercise match the weapons in the pictures lettered A to F to the statements numbered 1 to 6.

1. D Soldiers preferred using these rather than bayonets when attacking trenches.
The soldiers in this picture are throwing hand grenades. They were more effective than bayonet attacks.
2. C These were used extensively before a major attack.
Big artillery guns were used to pound enemy trenches before an attack.
3. E These were very effective against soldiers attacking in a line.
Machine guns were used to mow down attacking troops.
4. A When they were first used, these sent enemy troops into panic.
The troops did not know what tanks were, and they fled in panic.
5. B These caused the most problems for the British.
The submarines threatened British supplies.
6. F These were used to collect information for the army.
Airplanes were used to track enemy movements.

Section 4: Activity 4

1. Match the battles in 1 to 4 with the statements a. to d. by putting the appropriate number in each blank.
 1. Verdun
 2. Somme
 3. Jutland
 4. Vimy Ridge
 - a. 2 It emphasized the shortcomings of the new technology.
At the Battle of the Somme, tanks were used, but many of them broke down.
 - b. 3 It was important to maintain allied supplies.
The Battle of Jutland was important to the Allies because their supplies came from overseas.
 - c. 1 It prevented an enemy breakthrough.
The defence of Verdun prevented the Germans from breaking through the Allied lines.
 - d. 4 It was one of the steps on the road to independence.
The Canadians distinguished themselves at Vimy. It was one of the steps to Canadian independence.
2. The Battle of the Somme indicated that there was disagreement over tactics.
 - a. Were the experts correct?
There were disagreements over the use of tanks at the Battle of the Somme. The experts indicated that the tanks weren't ready. Most of them broke down.

- b. What action would you take if you were in Haig's position?
Haig should probably have stayed in position until he had sufficient tanks to back up his infantry charges.

Section 4: Activity 5

1. World War I has often been referred to as a “total war.” From what you have studied, explain what is meant by “total war.”

“Total war” refers to the fact that everyone was involved. Troops manned the front lines while civilians manufactured weapons at home.

Section 4: Activity 6

1. Match the terms in Column B with the statements in Column A by putting the appropriate number in each space.

Column B

1. blockade
2. *Lusitania*
3. submarines
4. offensive
5. armistice

Column A

- a. 1 This is the process of preventing goods from entering a country.
Blockade was used by both sides. Britain and Germany tried to starve each other into submission.
- b. 2 Many Americans lost their lives when it was sunk.
The Lusitania was torpedoed off the coast of Ireland. Many Americans were on board.
- c. 3 They were used very effectively against allied shipping.
Submarines were used extensively in the Atlantic. They were very effective in disrupting allied shipping.
- d. 5 This brought World War I to an end.
The armistice, or ceasefire, effectively ended World War I.
- e. 4 This means the initiation of an attack.
An offensive means an attack.

2. Describe the situation in Germany at the end of the War.

Germany was in turmoil. There was mutiny among sailors, there was revolution, and Kaiser Wilhelm II was forced to abdicate.

3. What was happening to the Austro-Hungarian Empire in 1918?

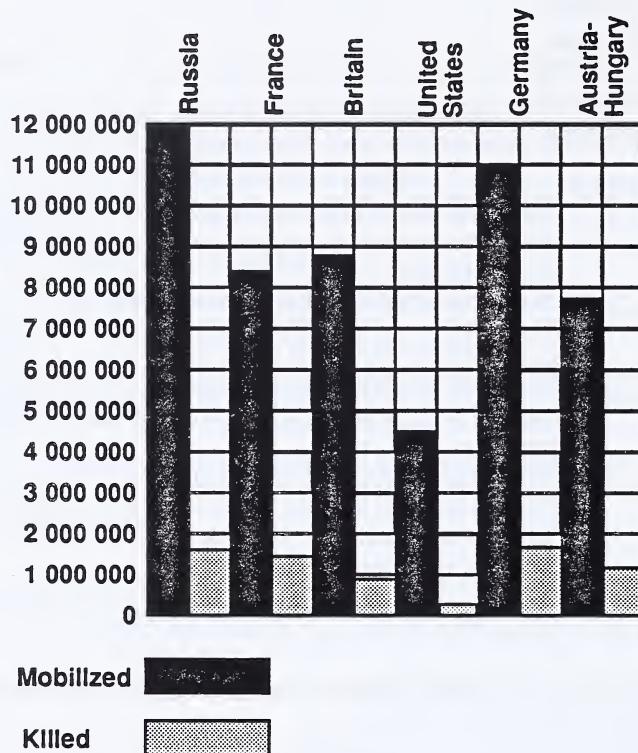
The Austro-Hungarian Empire was in total collapse. The different ethnic groups declared their independence.

4. Why do you think America would play a major role in Europe at the end of the war?

Americans were very popular in Europe because they had come to the assistance of Britain and France. President Wilson was particularly popular.

Section 4: Activity 7

1. Construct a bar graph that shows the number of men mobilized and the number of men killed for the following countries: Russia, France, Britain, the United States, Germany, and Austria-Hungary.



2. It was hoped that World War I would be “the war to end all wars.” What were U.S. President Woodrow Wilson’s ideas about a peace settlement to ensure this end?

Wilson supported the idea of a “just and lasting peace.” Toward this end he wanted Germany treated leniently. He obviously had the foresight to realize that a harsh peace would only sow the seeds of future discontent.

3. Was Wilson successful in having his ideas on the treatment of Germany implemented in the peace treaties? Explain why or why not.

No. The French leader was bent on revenge, and the British Prime Minister was elected on the platform of punishment for Germany.

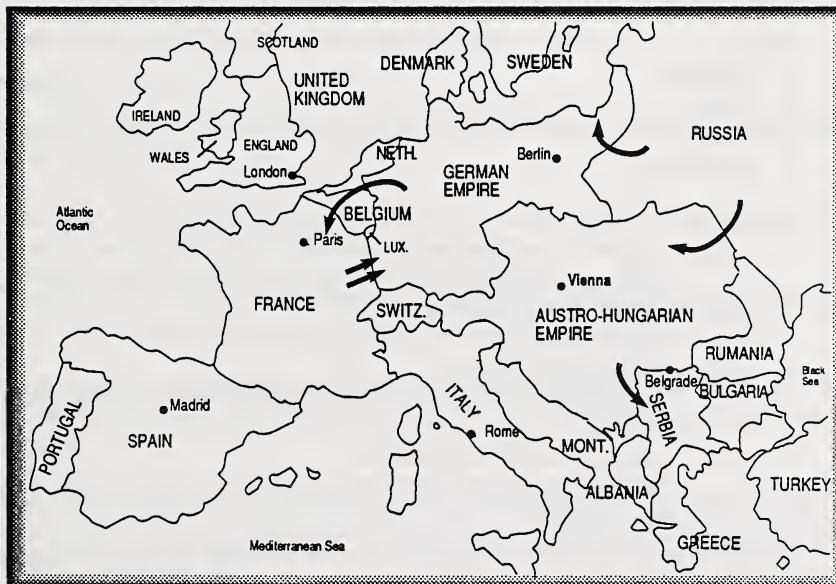
4. Turn back to the Hitler poster supporting his Nazi party. How did the treatment given Germany in the peace treaty cause the German people to turn to a man like Hitler?

The harsh peace treaty was hated by the German people. This discontent made it possible for a radical leader like Hitler to gain support.

Section 4: Follow-up Activities

Extra Help

1. On the map of Europe that follows use arrows to indicate where the following countries launched their initial attacks: Germany, France, Russia, and Austria.



2. What was the British Army in Europe called?

The British army in Europe was known as the “Expeditionary Force.”

3. Why do you think initial war plans failed?

Initial war plans failed because the opposing forces were relatively equal in strength. Germany’s Schlieffen Plan failed because Belgium resisted and the British Expeditionary Force helped it resist.

4. Which two countries suffered the largest number of casualties?

Germany and Russia suffered the most casualties.

5. Why did Germany suffer more than Britain?

Germany had more soldiers mobilized than did Britain. Also, the effectiveness of Britain’s navy resulted in severe food shortages in Germany.

6. Match the weapons in Column B to the statements in Column A by putting the appropriate number in each blank.

Column B

1. Zeppelin
2. U-boat
3. Tank
4. Big Bertha

Column A

- a. 3 first used at the Battle of the Somme
Tanks were introduced by the British in the Battle of the Somme.
- b. 1 the first aircraft to bomb Britain
Zeppelins, or dirigibles, were used to bomb Britain.
- c. 4 long-range German gun
“Big Bertha” was a huge piece of artillery produced in the Krupp armament factories.
- d. 2 a threat to British food supplies
The U-boat was the German submarine. It was the most effective part of the German navy.

7. Match the battles in Column B to the statements in Column A the same way as in question 6.

Column B

1. Somme
2. Verdun
3. Tannenberg
4. Jutland

Column A

- a. 3 The Russians lost a quarter of a million men.
Russia was decisively defeated by Germany at Tannenberg early in the war. This defeat hampered the Russian army for the rest of the war.
- b. 4 The British lost more ships and men.
Although Britain lost more ships and men in the Battle of Jutland, the German fleet returned to port for the duration of the war.
- c. 2 "They shall not pass!"
The French commander at Verdun uttered this statement. Verdun did not fall despite tremendous casualties.
- d. 1 This was the first time the tank was used.
Tanks were first used in the Battle of the Somme.

8. List the events that occurred in Germany just before the armistice.

The German people pressured Germany to give up. Idle German sailors mutinied. The German Kaiser abdicated and fled to Holland, a neutral country.

9. Explain what an armistice is.

An armistice is a formal agreement to quit fighting – a truce.

Enrichment

1. Suggest a reason why World War I was so much more costly in terms of finances than previous wars had been.

World War I was total war because it involved mobilization of the resources of the entire nation. Previous wars involved only clashes between armies.

2. During the war why were food shortages more acute in Germany and Austria-Hungary than in Britain?

The British navy was effective in keeping the sea lanes open for its supply ships. Poor harvests and the Russian invasion of Austria's farming province of Galicia further aggravated the situation.

3. World War I required the combatant nations to mobilize the full resources of their countries in the war effort. Labour shortages were a much greater problem to Germany than to Britain. Suggest a reason for this.

Britain was more effective at recruiting women into the labour force than Germany. Germany was slow to take advantage of this resource.

Section 4 Assignment

Read all the parts of your assignment carefully and record your answers in the appropriate places.

1. In the following assignment you will play two roles.

In the first role pretend you are conducting a television interview.

In the second role pretend to be a World War I soldier home from the trenches.

Now develop five questions pertaining to trench warfare. Be sure to phrase these as questions. Provide an answer to each question based on the information in Section 4.

2. **“Canada came of age during World War I.”**

Discuss the above statement, explaining what it means.

3. The Treaty of Versailles helped pave the way for another world war less than thirty years after the first. Explain how this was true.

1. *This assignment is to be clearly structured in a question and answer format. A good style would be this*

Interviewer: (states a question)

Soldier: (gives a reply)

Questions should be perceptive and meaningful. The views given by the soldier should reflect a personal sense of what was happening in the trenches – the soldier’s perceptions and feelings.

Considerable information is given in this section about trench warfare, and the student may reflect upon a number of aspects. The main themes, however, are of horror, fear, and suffering.

2. *Students’ answers should discuss the role played by Canadian servicemen in World War I. Special mention should be made of Vimy Ridge – the battle at which Canada gained international respect. The fact that Canada could no longer be treated simply as a British possession should be brought out.*
3. *Students’ answers should discuss the desire for revenge on the part of some of the peacemakers – especially France – and should show how this translated into excessive reparation clauses at Versailles. The “war guilt” clause in particular should be mentioned. Students should show that they understand how the treatment Germany received at Versailles sowed the seeds of resentment that later contributed to the Nazi takeover of Germany and World War II.*

